



TAYLION

K-12 Tailored To You—Online, In Class & At Home™

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taylion High Desert Academy/Adelanto

CDS Code: 36675870128462

School Year: 2024-25

LEA contact information:

Brenda Congo

Principal

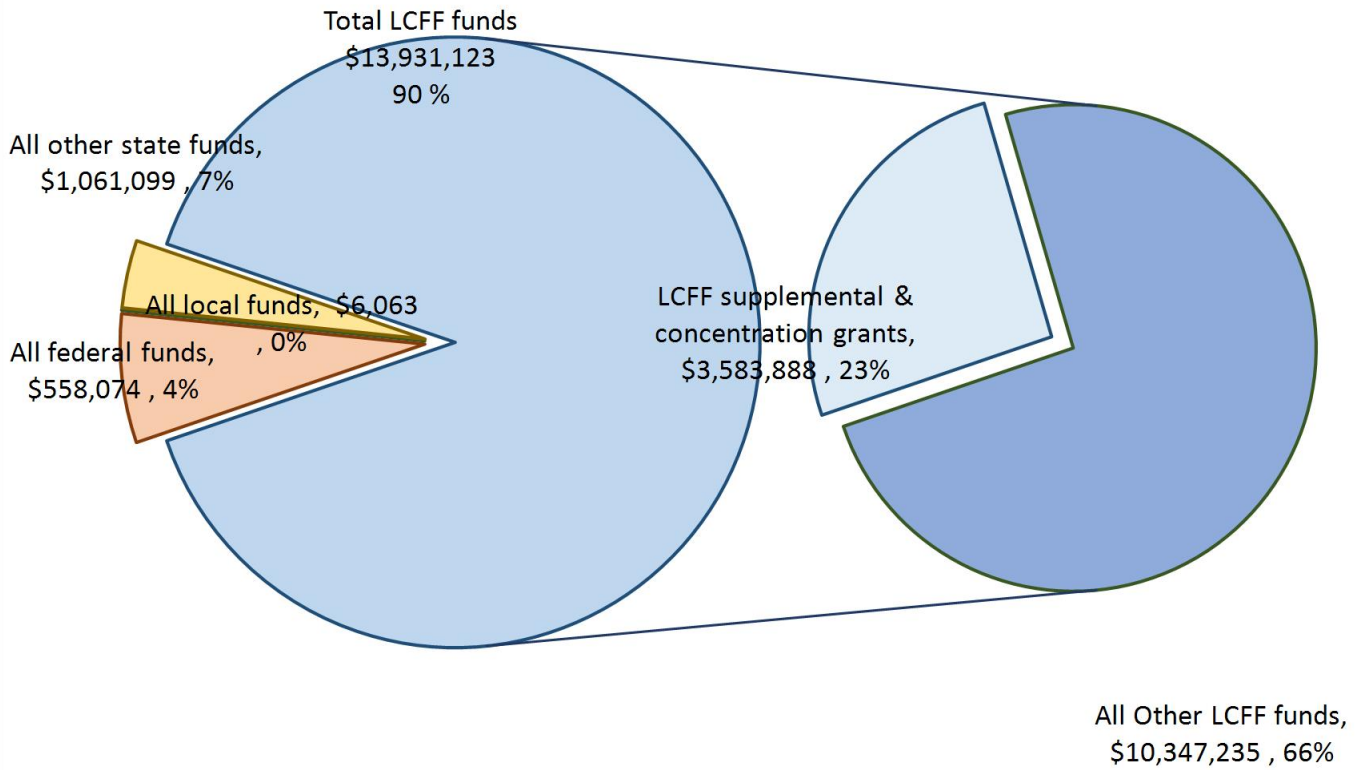
brenda.congo @taylion.com

760.951.5501

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

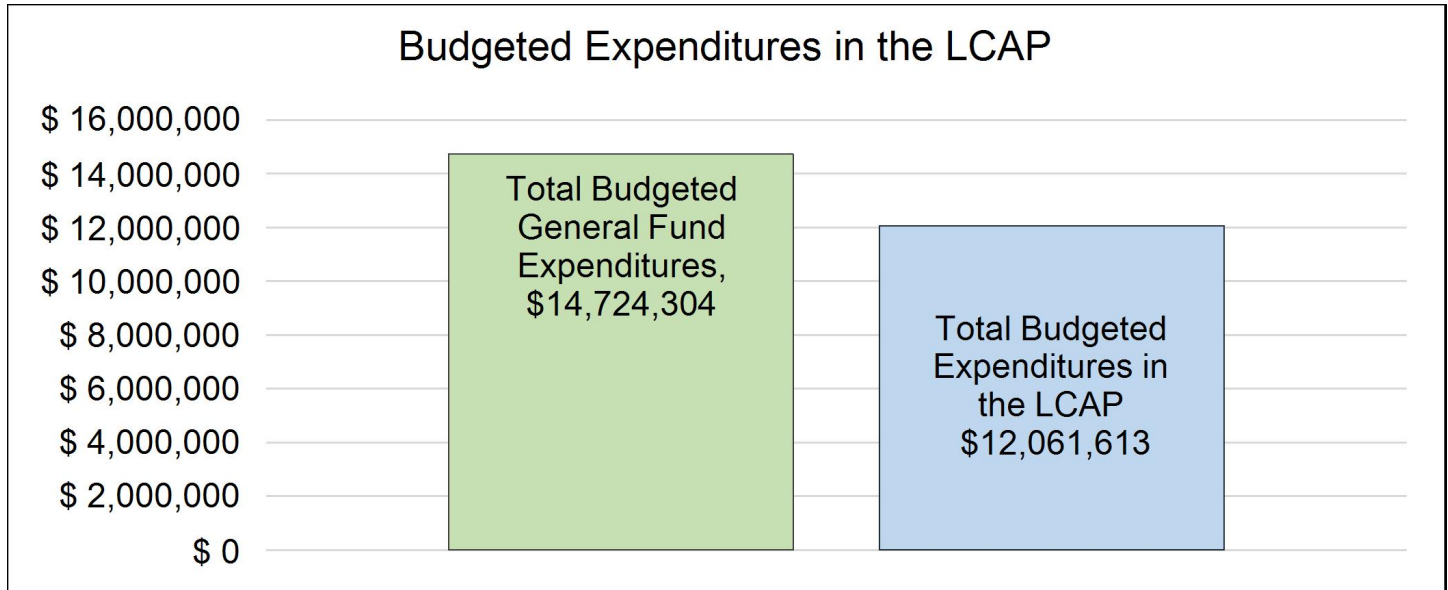


This chart shows the total general purpose revenue Taylion High Desert Academy/Adelanto expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taylion High Desert Academy/Adelanto is \$15,556,359, of which \$13,931,123 is Local Control Funding Formula (LCFF), \$1,061,099 is other state funds, \$6,063 is local funds, and \$558,074 is federal funds. Of the \$13,931,123 in LCFF Funds, \$3,583,888 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Taylion High Desert Academy/Adelanto plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Taylion High Desert Academy/Adelanto plans to spend \$14,724,304 for the 2024-25 school year. Of that amount, \$12,061,613 is tied to actions/services in the LCAP and \$2,662,691 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

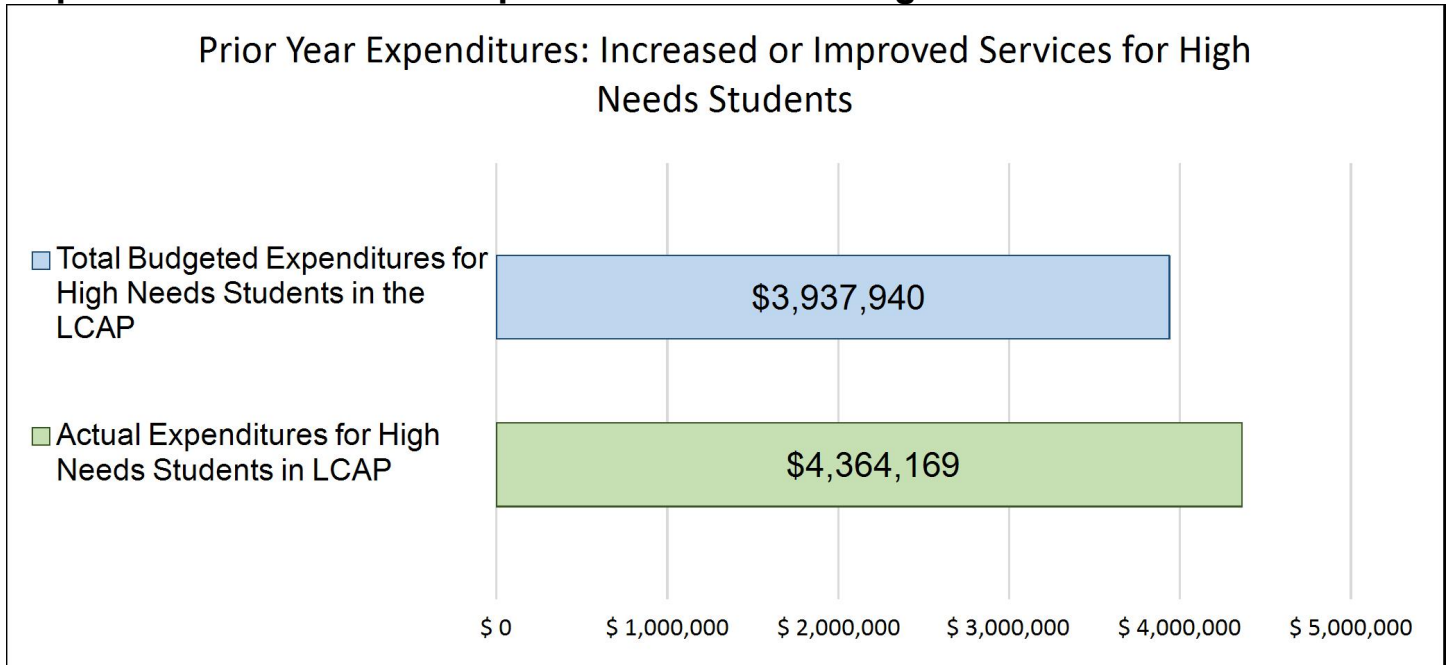
Expenditures not included in the LCAP are facility lease costs, general liability, legal expenses, and some staffing costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Taylion High Desert Academy/Adelanto is projecting it will receive \$3,583,888 based on the enrollment of foster youth, English learner, and low-income students. Taylion High Desert Academy/Adelanto must describe how it intends to increase or improve services for high needs students in the LCAP. Taylion High Desert Academy/Adelanto plans to spend \$5,609,559 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Taylion High Desert Academy/Adelanto budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Taylion High Desert Academy/Adelanto estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Taylion High Desert Academy/Adelanto's LCAP budgeted \$3937940 for planned actions to increase or improve services for high needs students. Taylion High Desert Academy/Adelanto actually spent \$4364169 for actions to increase or improve services for high needs students in 2023-24.



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2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy/Adelanto	Brenda Congo Principal	brenda.congo@taylion.com 760.951.5501

Goals and Actions

Goal

Goal #	Description
1	Continue to develop an infrastructure for ongoing analysis of student achievement data; reading/writing and math assessments, and demographics to measure program efficacy of all 3 programs: Independent study, Home Study, and Distance/Virtual Learning ensuring the maximization of physical, human and financial resources with the overall goal of tailoring intervention programs for all subgroups of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Indicator	All students: Color Gauge Orange	The State of California suspended state indicator reporting for the 2020-21 school year due to the COVID-19 pandemic. 95% of students were tested in 2021-22 therefore we will see full results in 2022-23 for guidance in identifying needed areas of support and improvement	Taylion students performed at the Low level for ELA state testing in 2021-22.	Taylion continues to test over 95% of its student population. The Spring 2023 ELA results are in the Red category. Taylion is rebuilding and planning improvements in this area.	All students: Color Gauge Green
CA School Dashboard Mathematics Indicator	All students: Color Gauge Red	The State of California suspended state indicator reporting for the 2020-21 school year due to the COVID-19 pandemic. 95% of students were tested in 2021-22	Taylion students performed at the Very Low level for math state testing in 2021-22.	Taylion continues to test over 95% of its student population. The Spring 2023 ELA results are in the Red category. Taylion is rebuilding and planning	All students: Color Gauge Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		therefore we will see full results in 2022-23 for guidance in identifying needed areas of support and improvement.		improvements in this area.	
CA School Dashboard Graduation Rate Indicator	All students: Color Gauge Red	The State of California suspended state indicator reporting for the 2020-21 school year due to the COVID-19 pandemic. 95% of students were tested in 2021-22 therefore we will see full results in 2022-23 for guidance in identifying needed areas of support and improvement.	Taylion four and five year combined graduation rate is 56% but because Taylion is a DASS school the one year cohort is utilized. Our DASS one year graduation rate is 97.2%. In 2021, they results have been shown now to be 72% so we have had great growth in meeting this goal.	Taylion is an approved California School Dashboard Alternative Status school with a 1 Year Cohort Graduation Rate is 95.1% for 2023 Graduates. The non-DASS rate is in the Red area.	All students: Color Gauge Yellow or Green

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Taylion is a DASS school with a significant percentage of students qualifying under one or more areas. Taylion has met the 95% requirement for testing students in Math and ELA in 2022, 2023 and currently in 2024. Taylion has amplified testing preparation each year by training and supporting teachers, preparing students with small group mini-lessons, district benchmarks, instruction focused on standards, targeted interventions, as well as high quality tutoring support. As students readjust to educational expectations post-COVID, areas of need are identified, addressed, and progress is monitored by teachers and leadership throughout the school year. This process is effective and

improves each year as teachers are trained. Additionally THDA has been able to increase the amount of students that enrolled at Taylion and remain enrolled with consistent participation and attendance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

THDA was able to roll out most budgeted actions effectively throughout the year. Some planned staffing positions, specifically ELPAC Coordinator, and Reading and Math Specialists, were unable to fill due to hiring struggles across the industry and the remote area of THDA. While retaining qualified staff has improved, lowering staff turnover rates continues to be a goal with teachers and tutors. Additionally, THDA supports the educational growth of staff choosing to obtain teaching and specialist credentials. THDA increased technology spending (Action 3) significantly by refreshing Chromebooks and Chromebook carts as well as other in-person tech needs (i.e. smart boards and VOIP phones). Because of these efforts, the school met budget goals from Goal 1 and increased services to unduplicated students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action #1 - Action to Support Educational Programs

Taylion continues to provide a high-quality education that is WASC accredited, NCAA approved, and provides small group instruction and personalized learning plans with credentialed teachers, school counselors, tutors, leadership personnel, and specialized program services.

Action #2 - Assessments

Taylion utilizes benchmark assessments and state assessments to assist in making informed decisions regarding student achievement and support services in areas of identified need, such as tutoring and mini-lessons.

Action #3 - Technology

Taylion continues to support students educationally with the use of personal at-home devices with connectivity support, safety usage monitoring software, and support and intervention programs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Taylion will also monitor the 95% requirement for testing in the area of science. The expectation is to move from the Red category to Yellow as an attainable and realistic goal. Taylion will continue to use improvement strategies from professional development, quality curriculum, student and parent engagement, and student testing preparation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Develop and implement a comprehensive schoolwide Professional Development Plan (that addresses the rigor of the Common Core State Standards (ELA/ELD, Math, NGSS), research-based strategies to address the diverse learning needs of all students, including differentiation across disciplines) in order to provide all students with high quality instruction that includes writing across the curriculum and providing relevant learning experiences that encourages student engagement (aligns with WASC Action Plan #1, 2).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
WASC Action Plan	100% teachers trained with appropriate professional development	All teachers, 100% are in fact trained with appropriate professional development.	Teachers report that 59% participate regularly in professional development activities monthly or more, 26% report every few months, and 15% report twice a year or less. Taylion's tremendous staff growth from approximately 20 staff and teachers to over 50 has given us opportunities to work more with Professional Learning Communities (PLCs) and tailor training to specific groups and	Taylion conducted an end of the year teacher survey for the purpose of LCAP feedback. Areas were identified for additional training: best practices, student engagement, lesson planning, math, learning tools, reading, data, technology, credentialing, social-emotional learning, rubrics and grading, platforms utilized, ELA, and student information system. Fifty- nine percent of teachers participate in professional	100% teachers trained with appropriate professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			roles within the organization.	development at least once a month.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2023-24 school year Taylion has provided a fluid professional development program where whole staff meets quarterly for a full day, additionally individual sites and grade levels have weekly built in time for collaboration. Lead teachers are assigned to each site where areas of need are identified in order to provide training directly or utilize a partnering agency for support. Teachers receive training once hired and ongoing support by Lead Teachers for guidance and mentoring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

THDA increased professional development services to staff in 2023-24 and continued to bolster their administrative staff to help support all THDA educators. A few staff members were promoted into Coordinator and Director roles as well as making a few teachers "Lead Teachers" to help support the growth and education of all THDA teachers. Adding these staffing supports has helped THDA retain staff which has provided a better educational experience for students. There were no significant differences from budgeted actions and planned percentages. The school stayed on budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action #1 - Professional Development

Teachers are provided training based on goals and needs of the the school. Taylion has implemented a new teacher training course that they can refer back to as needed. Training and collaboration opportunities are Fridays, and teachers meet with Professional Learning Communities (PLCs) monthly beginning this school year. Teachers are encouraged to ask for training specific to their needs, and/or seek training through various platforms and organizations for support.

Action #2 - Curriculum

Taylion is motivated to update its curriculum in all areas to ensure students are working at current grade level standards. Taylion received WASC accreditation renewal for six years during the Spring of '24 with a mid-year cycle review. Ninety-five percent of students or more tested during the past two school years, and benchmarks and intervention platforms are supporting students' personalized growth.

Action #3 - Student Engagement

Taylion is proud to work with at-promise students as an alternative school. Taylion has 89% of students that qualify under 1 or more of the Dashboard Alternative School Status (DASS) Indicators. Senior meetings occur regularly to support students to graduation. Taylion has a DASS graduation rate above 97% for the past two years. Taylion was awarded a certificate of excellence from the San Bernardino County Superintendent of Schools due to having 756% growth, 5th in CA for schools with 1-50 senior students. Furthermore, Taylion students involve themselves in student council, participate in community service and events, and attend school activities with their families.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Taylion Leadership understands that professional development needs to be constantly available, improved upon, and updated in order for teachers to grow professionally, learn necessary platforms, and monitor student success and progress effectively.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	THDA will improve student academic outcomes by effectively collaborating with parents, stakeholders and community partners in order to support student learning and achievement. (Aligns with WASC Action Plan #3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard; School Pathways, Student Information System (SIS)	Maintain suspension rates <1%	THDA’s suspension rate is currently 0%.	Suspension rate continues at 0%.	Taylion has not had any suspensions this school year.	THDA’s suspension rate will continue to be <1%.
California School Dashboard; School Pathways, Student Information System (SIS)	Maintain expulsion rates <1%	THDA’s suspension rate is currently 0%	0% rate.	Taylion has not had any expulsions this school year.	THDA’s suspension rate will continue to be <1%
Annual student survey.	Fifty percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.	Sixty-seven percent of students agree or strongly agree that THDA is preparing them towards their college/career goals according to Taylion High Desert Academy Student Survey Fall 2021.	Fifty-six percent of students agree that they are able to explore college and careers at Taylion.	Ninety-seven percent of Taylion’s students agree or strongly agree that Taylion prepares them for their college and career goals taken from the Fall 2023 Student Survey.	Seventy-five percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual parent survey	Fifty percent of parents will respond that they are satisfied or very satisfied with the level of support students receive from their teachers at THDA.	One-hundred percent of parents are satisfied or very satisfied with the collaboration they receive from their child's teacher; and 94% are satisfied or very satisfied with Taylion's strong academic instruction according to the Taylion High Desert Academy Parent Survey Fall 2021.	Parents agree that 90% of teachers motivate their child to do his/her best academically, and that Taylion has fair methods for measuring their child's progress where his or her grades accurately measure content mastery. Ninety-five percent agree that Taylion's staff responds to their questions in a timely manner, and agrees that their child's instructor clearly explains objectives and expectations for learning.	Eighty-nine percent of Taylion's parents agree or strongly agree that they are satisfied with the level of support their student(s) receive(s) from their teachers as reported in the Fall 2023 Survey.	Seventy-five percent of parents will respond that they are satisfied or very satisfied with the level of support students receive from their teachers at THDA.
ParentSquare, an online informational notification system	THDA will provide parents with 3 or more opportunities to attend workshops/ trainings each school year to increase awareness, engagement and participation.	Taylion has provided parents with more than three workshop/training opportunities: Taylion's Virtual Back to School Night; Community Advisory Committee meetings quarterly with Desert/Mountain Charter SELPA (DMC	Taylion continues to use ParentSquare in the 20222023 school year, and now uses Remind into the 202324 school year in order to use within app features such as messaging and calling safely for teachers to communicate with parents and students.	Taylion continues to provide parents with opportunities and in collaboration with community partners and organizations that benefit adult learning. Taylion's counseling department provides constant resources and information for anyone within the	THDA will provide parents with one or more workshop/training opportunities to attend each month.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>SELPA); Suicide Prevention 101 for Parents; Food Bank pick up opportunities; Virtual Activities; Parent/Guardian Taylion Advisory Committee meetings; Family Fun Days with DMC SELPA; Scholarship opportunities; CareSolace resource information; Community Resources; and Career Fair.</p>	<p>This app will also allow teachers to constantly provide updates about students progress, it will also allow useful and important information regarding various services, supports, activities, events, and vital information to be disseminated.</p>	<p>community. Taylion has also added Remind as another safe form of communication with students and families. Results taken from Fall 2023 survey.</p>	
<p>PAC Meeting and Parent Focus Group</p>	<p>The Parent Advisory Committee (PAC) will provide the opportunity for parents to participate and voice their opinions in THDA’s accountability and decision-making process.</p>	<p>Parents were invited to discuss topics, including the LCAP, three times during 2021-22 during Taylion Advisory Committee meetings or other parent meetings, as well as given three opportunities to participate in surveys throughout the school year.</p>	<p>The PAC, now called Taylion Action Committee as was formerly named, provides parents with monthly PAC meeting days and times for participation although it has been difficult to get participation, therefore Taylion will try different ways for parents to participate, discuss, and plan with Taylion's administration.</p>	<p>Taylion has broadened its efforts in gaining student, parent, and family participation. Taylion has held two large events in which Taylion families were invited to participate and meet the entire staff. While attending a Back to School Night, carnival themed activity, parents filled out a 40 question survey that included open ended</p>	<p>PAC Meetings will continue to provide parents the opportunity to participate and voice their opinions in THDA’s accountability, and decisionmaking process.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>questions. Parents and guardians are always encouraged to bring any questions or concerns to staff and teachers for support. Taylion is open to all parents for suggestions, collaboration, ideas, and opinions. We have found these activities, big and small, are most effective in parental involvement and engagement.</p>	
Annual Safety Inspection	<p>THDA will conduct an Annual Safety Inspection. More than 50% of students report they agree or strongly agree that they feel safe on campus. More than 50% of parents report the THDA campus to be safe or very safe.</p>	<p>THDA's Annual Safety Inspection was during April and May of 2022. Improvements and repairs are in progress. Per the Annual student and parent surveys conducted, 88% of parents and 92% of students reported they agree or strongly agree that they feel safe on campus according to the Taylion High Desert Academy Parent</p>	<p>The annual safety inspection, utilizing the facility inspection tool (FIT), was conducted in the Spring of 2023, addressing concerns and repairs as necessary. One hundred percent of teachers and 97% of staff agree that safety is a top priority at Taylion.</p>	<p>Taylion conducts its annual safety inspection each spring. 99% of parents do not have safety concerns. 94% of parents agree or strongly agree that Taylion has clean and well-maintained facilities and properties, and that Taylion is a safe place for their child. 97% of students agree or strongly agree that Taylion has clean and</p>	<p>THDA will continue to conduct an Annual Safety Inspection in order to maintain a safe school and learning environment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Survey Fall 2021 and the Taylion High Desert Academy Student Survey Fall 2021 respectively		well-maintained facilities and properties, and 91% agreed or strongly agreed that Taylion is a safe place.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Taylion strives to maintain positive relationships with students, families, community members, and community partners. Hosting more activities including students and families have been identified as a positive way in which feedback can be obtained while building relationships and rapport.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

THDA effectively rolled out planned expenditures for Goal 3 and actually increased expenses and expenses that "contributed." The one reduction the school saw was in food intake from students. The school provided nutrias options to all students who attended onsite, but the planned budget amount was not reach due to minimal needs. Other actions in Goal 3 were effective rolled out and did not vary significantly from planned figures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action #1 - School Climate

Taylion maintains its learning centers in good working order. Students and families share concerns with staff and within school surveys. Students and families participate in community and school activities and events. Taylion has mental health support resources and services available to qualifying students. College and career preparation continues to be a focus at all grade levels with personalized learning plans, and Career Technical Education courses for high school students. Taylion's counseling team maintains a record of alumni communications

after graduation. Students are provided with various opportunities to visit colleges/universities, attend events and activities, and community service opportunities.

Action #2 - School Safety

Taylion prioritizes school safety by updating its school safety procedures, attending school safety training and providing related training/drills to students. Taylion has alarms and cameras to support student and faculty safety. Taylion has an onsite Information Systems Technician and an IT support company that monitors cybersecurity and safety. Taylion's students have internet safety on their school devices for at home use. Students are adequately supervised at all times. The FIT report is filled out annually to inform personnel of needed maintenance and improvements.

Action #3 - Student Engagement

Taylion supports student engagement through student council, field trips, activities, participation opportunities in community events, and academic and social-emotional support. Students communicate safely and securely with teachers via the Remind app, school email and Google Classroom which are monitored by our internet safety app included in their school device. Parents are also encouraged to communicate with teachers via the Remind app, email, and phone calls as needed. Orientation with school counselors upon enrolling allows students and parents to understand Taylion's specific program. Taylion provides a variety of support for students and parents in order for students to recover credits, accelerate learning, or stay on track while learning about their college and career options. Taylion supports students with disabilities with personalized learning, and maintaining and following their individualized education plan. Taylion encourages collaboration from community partners to provide resources and support for students regardless of their post-secondary goals.

Action #4 - Parent Decision Making

Taylion's concept of building individualized learning environment requires active participation of the student's family. Because students learn in an independent setting, parents have a major role in their child's education. Taylion provides one on one orientation with parents and students. Taylion is actively engaged in communication via online applications, social media, and newsletters. Taylion will continue to focus on efforts and ways to support parent engagement, feedback and decision-making collaborative opportunities. Taylion's efforts are positive and effective for the first semester.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Taylion will continue to plan and participate in more activities, clubs, field trips, and events in order to continue to build and improve upon relationships and positive school culture. Student and parent (family) engagement is the key to feedback, participation, and collaboration.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



TAYLION

K-12 Tailored To You—Online, In Class & At Home™

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy/Adelanto	Brenda Congo Principal	brenda.congo@taylion.com 760.951.5501

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Taylion High Desert Academy/Adelanto (THDA) is a free public charter school that serves students in grades TK-12 in San Bernardino County and the surrounding counties of Kern, Inyo, Riverside, Orange, and Los Angeles. THDA is a Dashboard Alternative School Status qualifying school with an independent studies program. Students attending THDA benefit from the learning options and supports at home, in class, and online. THDA has served its community, students, and families since the 2013-14 school year. After ten years in operation, THDA continues to focus on building relationships and engaging students and their home systems of support. THDA welcomes students to three learning centers for services and support, as well as our online learning center. THDA's three locations: 11336 Bartlett Ave. #9, Adelanto CA 92301; 14181 US Hwy 395 Suite 202, Victorville CA 92392; and 14196 Amargosa Rd. Suite C, Victorville CA 92392. THDA's elementary program, serving students in TK-5th grades, works closely with educational representatives to support students' progress continuously with home-school collaboration while providing peer interactions through synchronous learning sessions, activities, and field trips. The middle school program, serving students in 6-8th grades, provides students with an independent learning structure while continuing home-school collaboration, providing opportunities for peer interactions through group sessions, activities, and field trips. THDA's 9-12th grade high school program provides independent learning opportunities that allow students to recover credits, remain on track to graduate, and get ahead. The

focus is preparing students to be prepared to meet their college/career goals by continuously receiving support and progress updates. THDA strives to prepare students for their next big step. See demographics attached at the end of report.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

THDA is a Dashboard Alternative Status School (DASS) which reflects the opportunity Taylion has to work with students experiencing one or more areas of difficulty such as a high rate on non-attendance, academic progress behind peers, high rate of transiency, etc. THDA works annually to support students in attendance to prepare and successfully take the California required assessments with at least a 95% completion rate for three years, including the ELPAC, CAASPP tests - Math, and ELA, Science. Although the scores are low in general compared to local district and state schools, Taylion takes into account the DASS qualification. THDA works hard each year to identify its senior student 1 year cohort and assist them to graduation that same school year. Taylion has been successful in these efforts for three years in a row as well.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

THDA prepares students each school year by providing Chromebooks for at home or in school use, and has learning platforms available to learn, receive support and assistance, and the ability to meet with teachers, success coaches and tutors online or in person as needed or required.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Taylion High Desert Academy/ Adelanto

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Taylion combined survey feedback and performance analysis of state and local data to determine the strengths and weaknesses. LCAP and WASC focus group survey data was analyzed to gauge program implementation and academic support services. Students, families, and staff participated in surveys that addressed academics, social emotional learning, safety, and community involvement. The leadership and staff at Taylion has analyzed testing data to break down overall scores and student group scores to determine targeted interventions to support students.

LCAP survey responses from Taylion personnel in the Spring of 2022 indicates that parents and students are generally satisfied with the instruction provided, independent work that is assigned, and communication and availability of Taylion staff. They are very satisfied with the tutoring opportunities provided.

While surveys indicate overall satisfaction, state testing reflects overall underperformance in mathematics. From the 2022 state testing, students at Taylion scored overall 150 points below standard in Mathematics overall. By subgroup categories, 94% of EL students, 96% of socio disadvantaged, 97% of African American, 95% Hispanic, 100% White students did not meet standard. Taylion also scored 67 points below standard in English Language Arts. While the LPAC goals address both math and reading, the targeted CSI funds will be used to address math achievement. Renaissance Star Math Diagnostic data reveals 49% of Taylion students are in need of math interventions.

Taylion has identified three resource inequities which have increased the need for CSI support which include teacher support, targeted math support for both socioeconomic disadvantaged and English Learners. Taylion employs instructors or SSCs (Student Success Coaches) who are often either new to education or the homeschool environment. As they learn their job and responsibilities, their interaction with students is sometimes less thorough as with the more experienced teachers, and this is most evident with the SSC's math support and instruction.

Continual professional development is planned to strengthen their teaching abilities specific to math.

As a DASS school, Taylion's student population often struggles with transiency, credit deficiency, and socio-economic hardships which impact the ability of the parent/guardian to give the desired guidance and instruction in their homeschooling environment. Extra math support from tutors and a math specialist and intervention programs on campus or online such as ST Math and Exact Path are necessary to compensate for this inequity.

2023 CAASPP/SBAC math scores indicate that Taylion's EL cohort is severely behind in their math progress. Providing a comprehensive English Learner math curriculum and robust resources to its EL population is a goal of Taylion.

Math Specialist

In order to address the areas of needs identified through the comprehensive needs assessment, Taylion will employ a math specialist whose primary role is to support teachers, students, and school administrators in the effective teaching and learning of mathematics across grades K-12. The math specialist will work in various educational settings including in person and distance learning, literacy centers, and tutoring programs. Research studies at the elementary and middle school levels indicate that the efforts of Elementary Math Specialists positively affect student achievement in mathematics...and indicate that significant impact on student mathematics achievement is related to both the experience of elementary mathematics specialists and sufficient time for them to interact with teachers. Elementary mathematics specialist professionals influence mathematics learning and teaching due to their unique positions within their classrooms and schools and their ability to support responsive professional development for the teachers involved.

Renaissance Star Math Assessment

Taylion will utilize Renaissance Star Math Assessment three times a year in order to diagnose deficiencies and track progress. Through the guidance of the math specialist and lead teachers, our teaching staff will collaboratively review student work samples quarterly collected from Edmentum, ST Math, and targeted schoolwide mini-lessons. Using the Renaissance Star Math Assessment gives teachers the opportunity to provide targeted personalized instruction, communicate with tutors to provide extra support, and close gaps between grade level proficiency and skill deficits. The Star Math assessment provides a reliable and valid method for measuring students' mathematical abilities and progress towards goals in grades K-12. Teachers, principals, assessment directors, and district-level administrators use this standards-based assessment of general math achievement for instructional planning, growth measurement, and program evaluation. At the student level, Star Math serves many purposes, including screening, formative assessment, progress monitoring, calculating growth, and outcomes

assessment. By administering this assessment on a regular basis, teachers can effectively monitor progress and make appropriate adjustments to instruction. Research firmly supports progress monitoring, which has been successful in a variety of educational settings (Foegen et al., 2007; Harkin et al., 2016).

ST Math

ST Math, a PreK-8 instructional program, will be assigned to students as an additional support to build math skills and accelerate learning. The program is designed to deepen conceptual understanding of math concepts. Based on a MIND Research study, ST Math “provides equitable learning access and transcends language barriers and is effective across all student subgroups.” This is important to Taylion as we are an identified DASS school.

Student Support Services- Tutoring

Taylion employs tutors to provide extra support as they work independently. Tutors are available to all students and are trained in instructional strategies and academic foundations. Through CSI funding of an additional tutor, Taylion will better support math needs. In a 2018 review of math and reading interventions, Robert Slavin of Johns Hopkins university found that “elementary school students can gain an extra five months of education from the extra one-to-one or very small group help... In addition, high school students can learn two to three times as much math as their peers from a daily dose of tutoring at school.”

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Taylion’s goal is to improve overall math scores by 20 points on the CAASPP assessment with a focus on socioeconomic and EL subgroup achievement. Taylion will determine the effectiveness of Renaissance Star Diagnostic Assessments, ST Math curriculum, and a full time math specialist and tutor in multiple ways. All interventions will be evaluated for effectiveness by site leadership each 6 week learning period. The goal is to identify consistent improvement in math, as well as, identifying factors that do not result in improvement.

Renaissance Star Math Diagnostic and ST Math

Taylion will provide professional development for SSCs and Tutors using ST Math and Renaissance Star. As part of the professional development plan, we will conduct a midyear end of year progress monitoring in order to determine effectiveness and continued needs. The progress monitoring will include data collection from work samples, assessments, and observations. Leadership will evaluate proper implementation, timelines for testing and work assignments, and teacher feedback.

Tutoring

Tutors will be provided collaborative time with lead teachers in order to review and align focused standards, academic activities, and instructional strategies. Additionally tutors and teachers will review individual student progress to determine further interventions. Evaluation of effectiveness will include student-tutor logs including time with students, focused activities, and progress.

Math Specialist

The math specialist is responsible for teacher support that includes modeling activities, observing, coaching and providing teacher feedback, math professional development, and providing leadership with monthly updates specific to math improvement. The math specialist will attend any necessary professional math communities for maintaining up-to-date changes and contributions to math education. The effectiveness of employing a math specialist will be monitored by leadership feedback. The math specialist reflects on practices and personal effectiveness and impact which is shared with leadership as a Taylion Scorecard meeting. This is an opportunity to refine goals and practices as a member of the leadership team.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

THDA values and appreciates the engagement of students, families and community partnerships. Taylion has a strong group of Student Council members that meet frequently, discuss many topics with leaders, and work to engage more students and families with activities. THDA provides various field trips throughout the school year to plays, colleges, universities, and graduation activities. Taylion had its first Prom in several year in June of 2024! Parents, guardians, educational representatives, and families are invited to several activities as well to get to know staff and faculty. Taylion has hosted a Back to School Night Carnival, a Family Skate Night, and a Black History Activity. These events allow us to obtain anecdotal information from a variety of sources in order to improve supports and services for students. THDA also partners with several agency to best support all students, including Desert Mountain Charter SELPA, Goodwill Educational Services, Victor Valley College, Adelanto Elementary School District, San Bernardino County Superintendent of Schools, CareSolace, and the Western Association of School Accreditation. At the Back to School event, Taylion obtained invaluable information from students and parents regarding our LCAP and needs in general in order to improve, receive feedback and include them in our decision making processes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student outcomes for student achievement and graduation rates by improving upon analysis of data regarding CA state testing results, district benchmarks and interventions, reported graduation rates, and program efficacy to ensure maximization of physical, human and financial resources.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal has been developed to ensure that all students at Taylion receive an appropriate individualized learning path with multiple opportunities to succeed academically and graduate prepared for their next big step.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard English Language Arts Indicator	Red			Yellow	
1.2	CA School Dashboard Mathematics Indicator	Red			Yellow	
1.3	CA School Dashboard Science Indicator	Red			Yellow	
1.4	CA School Dashboard Grad Rate Indicator	95.1%			90-100% consistently	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Action to Support Educational Programs	Hiring and retaining highly qualified teachers.	\$5,386,709.00	No
1.2	Assessments	To support teachers and students, Taylion has a team of specialists (EL, ELA, Math, MTSS) coordinators (testing, curriculum, student support), and tutors. Key duties include collecting and analyzing assessment data to reflect on practices, modify instruction, and provide specialized activities and services to increase academic achievement. Taylion uses Exact Path, A-Z reading, and special education services provided by Riverside to provide interventions for students based on assessment data collected.	\$1,393,123.00	Yes
1.3	Technology	Taylion continues to support students educationally with the use of personal at-home devices with connectivity support, safety usage monitoring software, and support and intervention programs.	\$844,516.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement a comprehensive schoolwide Professional Development Plan that addresses the rigor of the Common Core State Standards - ELA/ELD, Math, NGSS, research-based strategies to address the diverse learning needs of all students, including differentiation across disciplines in order to provide all students with high quality instruction that includes writing across the curriculum and provides relevant learning experiences that encourages students engagement.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all Taylion’s teachers are provided with relevant and timely professional development that builds their understanding of all CA state/Common Core standards, aligning best practices and assessments to standards, and maintaining proper documentation for compliance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Staff Survey May 2024	Fifty-nine percent of Taylion's staff identified they received professional development at least monthly in a Staff Survey in May of 2023. Additional areas were identified for training: best practices, student			Eighty percent of Taylion's staff will be satisfied with the amount of professional development they receive. Areas identified from the May 2024 survey will be addresses	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engagement, lesson planning, math, learning tools, reading, data, technology, credentialing, social-emotional learning, rubrics and grading, platforms utilized, ELA, and student information system.			and Taylion will have a process for identifying PD needs and providing the support needed.	
2.2	Annual Survey	The Fall 2023 Parent Survey identified that 86% are satisfied with Taylion providing high quality instruction.			Ninety-five percent of parents will be satisfied with Taylion's curriculum provided.	
2.3	Annual Survey	The Fall 2023 Student Survey identified that 94% of Taylion's students are satisfied that they are well informed of activities at Taylion, and 33% of students participate club or council meetings.			Seventy percent of students will participate in school clubs, council, or activities.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Taylion's professional development plan that entails both in house professional development facilitated by leadership, lead teachers, and expert staff. Additionally Taylion staff participates in county and national conference that are aligned to our goals. The professional development plan includes, but not limited to a student focus on special education, 504 planning, homeless and foster youth, and cultural awareness. Professional learning communities are used by all teaching staff to focus on instructional strategies, standards based content knowledge, and developing data teams focused on standardized, benchmark and diagnostic testing. Taylion staff receives training focused on intervention programs (Exact Path) and SchoolsPLP curriculum and any technology training needed to effectively implement a variety of programs. Additionally any safety, emergency, or mandated trainings are part of the professional development plan and calendared accordingly.	\$2,004,146.00	Yes
2.2	Curriculum	Taylion utilized SchoolsPLP to provide curriculum that is standards aligned and allows for a variety of options for our students not in a traditional brick and mortar setting. Taylion has built a rigorous course catalogue that provides courses that have intervention and tutoring supports. Additionally students have access to honors courses and well as robust electives that support their interests and post high school options. Special Education curriculum is provided to students through TinyEye and Presence.	\$732,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Student Engagement	Taylion has seven counselors on staff along with two student council advisors whose key focus is student engagement. This team provides day to day services focused on academic achievement, post high school exploration and personal growth, health and wellness. Activities, field trips, and clubs including art, Lego, and student council are vital to engage students in activities and opportunities.	\$968,402.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Taylion will improve home-school relationships by effectively collaborating with parents, educational partners, and community partners in order to support student learning and achievement regarding climate, safety, engagement, and through partnered decision making.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal will provide the community and community partners opportunities to support Taylion’s students in various ways while participating in the accountability and decision making process, and monitoring Taylion’s goals and progress towards improved student learning and achievement.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Survey Fall 2023	Parents stated that harassment or bullying of students is not a problem by 69% and students at 60%, and that racial/ethnic conflict is not a problem by 70%, and students at 62%%.			Parents and students will agree that harassment and bullying, and racial/ethnic conflict is not a problem by 80%.	
3.2	Annual Survey Fall 2023	Students agree they feel safe at school by 91%, and parents agree by 94%.			Over 95% of students and parents will agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					that they feel safe at school	
3.3	Annual Survey Fall 2023	Students identified that 33% of them participate in a club or student council.			Eighty percent of students will identify that they participate in school activities during the school year.	
3.4	Annual Survey Fall 2023	Parents agree by 90% that they feel welcome to participate at Taylion, and that school staff take them seriously.			Parents agree by 95% that they feel welcome to participate at Taylion and that the school staff takes them seriously.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate	Taylion will host school and community events that builds opportunity for our students and increase communication with families. Funds will be used for student and community activities, family outreach services, marketing, communications and media services, and a food pantry for student meals. Taylion will provide mental health services and alumni follow up with collaboration opportunities. An outreach coordinator as well as three new learning center coordinators will lead many efforts pertaining to building relationships with students and families.	\$398,606.00	Yes
3.2	School Safety	In order to provide a safe and effective environment for teaching and learning Taylion will have in place a school safety plan where all staff will be properly trained in safety protocols, emergency drills, and all necessary mandatory trainings. Taylion will have adequate emergency supplies (epipens, signs, vests, ADT alarms, etc.). IT Security- TNN is part of the safety plan to ensure students and staff has adequate cyber security Additionally, a facilities and maintenance has been hired with a maintenance and repair budget to maintain clean and safe campuses. NOTES: Safety Training Emergency Equipment - fire & emergency (epipens, etc.) Drill (fire/active shooter, etc.) safety equipment (signs, vests) IT Security - TNN ADT Alarm School Safety Plan - Karen/TBD (Hailey) Repair/Improvements Facilities & Maintenance Technician - (Samuel Casteneda)	\$279,207.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Student Engagement	Students will explore post high school opportunities as they engage in core content. College and Career awareness presentations and field trips will be provided by counseling staff, registrars and enrollment specialists.	\$14,298.00	Yes
3.4	Parent Decision Making	Parents will have ample opportunities share ideas, concerns, and meet with staff through various activities and parent groups. Taylion actively included parents in decision making through parent classes and presentations, quarterly TAC activities, back to school nights, and various surveys and questionnaires seeking their input. Parents of ELL students are invited to participate in our ELAC parent group facilitated by an EL coordinator.	\$40,500.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3583888	\$412091

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.636%	0.000%	\$0.00	34.636%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Assessments</p> <p>Need: Students need to take district benchmarks, be monitored with interventions, and be prepared for CAASPP annually.</p> <p>Scope:</p>	Students have access to resources, guidance with college and career readiness goals, and employment opportunities. Teachers and counselors provide support with progress monitoring based on grades, benchmarks, interventions, and testing.	Ineffective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	<p>Action: Technology</p> <p>Need: Students need access to curriculum and support as needed.</p> <p>Scope: LEA-wide</p>	Students have school devices for at home use to access curriculum and learning platforms, as well as teacher and tutor support.	Very Effective
2.1	<p>Action: Professional Development</p> <p>Need: Teachers and staff need meaningful and frequent PD.</p> <p>Scope: LEA-wide</p>	Students have teachers and counselors prepared to support them and their unique needs, including resources, tools, and basic needs.	Effective Enough
2.2	<p>Action: Curriculum</p> <p>Need: Students need to be provided with effective curriculum at grade level state standards.</p> <p>Scope: LEA-wide</p>	Students receive a personalized education that starts where they are at academically. Interventions are utilized to bridge the achievement gap.	Very Effective
2.3	<p>Action: Student Engagement</p>	Students are prepared for college and career readiness with CTE courses, counselor support,	Ineffective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Student participation in more student activities, clubs, and student council.</p> <p>Scope: LEA-wide</p>	<p>student council, activities and field trips, and social emotional engagement opportunities.</p>	
<p>3.1</p>	<p>Action: School Climate</p> <p>Need: Students need learn without bullying, harassment, or racial tension.</p> <p>Scope: LEA-wide</p>	<p>Students receive continuous support, resources and opportunities, for the whole child. Student engagement and feedback is encouraged to improve activities and social emotional opportunities. Student safety is a priority.</p>	<p>Effective Enough</p>
<p>3.3</p>	<p>Action: Student Engagement</p> <p>Need: Student participation in more student activities, clubs, and student council.</p> <p>Scope: LEA-wide</p>	<p>Students are provided with social-emotional and academic learning field trips and activities at school, within the community, and selected locations that will promote educational progress and learning. Counselors consistently support students by providing resources and opportunities.</p>	<p>Ineffective</p>
<p>3.4</p>	<p>Action: Parent Decision Making</p> <p>Need: Parent participation and decision making input.</p>	<p>Students' parents are encouraged to collaborate and participate in Taylion's decision making process. Taylion values parent involvement and engagement in activities, events, and surveys and data collection that will assist in improvements and progress.</p>	<p>Very Effective</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

<p>During the 2024-25 budget planning process, THDA added a handful of new positions to directly support foster youth, EL and low income students. THDA has added positions like credentialed ELA, Math and MTSS Specialists to support these student populations and assist students who are falling behind. The school has also employed a full-time EL Coordinator who solely works with an EL caseload of students. In addition to these positions, THDA has also built in leadership structures (lead teachers, site coordinators and tutors) to provide layers of supports to those students in need.</p>

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	90
Staff-to-student ratio of certificated staff providing direct services to students	NA	12.11

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10347235	3583888	34.636%	0.000%	34.636%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,549,423.00	\$841,534.00	\$39,456.00	\$631,200.00	\$12,061,613.00	\$9,182,735.00	\$2,878,878.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Action to Support Educational Programs	All	No			All Schools	Ongoing	\$5,386,709.00	\$0.00	\$4,700,113.00	\$686,596.00	\$0.00	\$0.00	\$5,386,709.00	45.42
1	1.2	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,131,223.00	\$261,900.00	\$1,172,235.00			\$220,888.00	\$1,393,123.00	11.33
1	1.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$844,516.00	\$771,308.00	\$67,681.00	\$0.00	\$5,527.00	\$844,516.00	7.45
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,426,546.00	\$577,600.00	\$1,973,988.00	\$9,000.00	\$0.00	\$21,158.00	\$2,004,146.00	19.08
2	2.2	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$732,106.00	\$547,000.00			\$185,106.00	\$732,106.00	5.29
2	2.3	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$893,402.00	\$75,000.00	\$777,732.00			\$190,670.00	\$968,402.00	7.52
3	3.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$180,606.00	\$218,000.00	\$312,498.00	\$78,257.00		\$7,851.00	\$398,606.00	3.02
3	3.2	School Safety	All	No			All Schools	Ongoing	\$149,951.00	\$129,256.00	\$239,751.00		\$39,456.00		\$279,207.00	2.32
3	3.3	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$14,298.00	\$0.00	\$14,298.00				\$14,298.00	.12

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.4	Parent Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,500.00	\$40,500.00				\$40,500.00	.39

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10347235	3583888	34.636%	0.000%	34.636%	\$5,609,559.00	101.940%	156.153 %	Total:	\$5,609,559.00
								LEA-wide Total:	\$5,609,559.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,172,235.00	11.33
1	1.3	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$771,308.00	7.45
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,973,988.00	19.08
2	2.2	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$547,000.00	5.29
2	2.3	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$777,732.00	7.52
3	3.1	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$312,498.00	3.02
3	3.3	Student Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$14,298.00	.12

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Parent Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,500.00	.39

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,898,097.00	\$5,285,473.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ACTION TO SUPPORT EDUCATIONAL PROGRAM	No	0	0
1	1.2	ASSESSMENTS	Yes	\$1,098,669.00	658100
1	1.3	TECHNOLOGY	Yes	\$1,102,000.00	1565769
2	2.1	PROFESSIONAL DEVELOPMENT	Yes	\$685,347.00	916447
2	2.2	CURRICULUM	Yes	\$443,024.00	419723
2	2.3	STUDENT ENGAGEMENT	Yes	\$534,351.00	530467
3	3.1	SCHOOL CLIMATE	Yes	\$226,423.00	254407
3	3.2	SCHOOL SAFETY	Yes	\$121,466.00	174127
3	3.3	STUDENT ENGAGEMENT	Yes	\$633,236.00	711598
3	3.4	PARENT DECISION MAKING	Yes	\$53,581.00	54835

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2644842	\$3,937,940.00	\$4,364,169.00	(\$426,229.00)	54.360%	57.320%	2.960%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	ASSESSMENTS	Yes	\$685,297.00	495323	9.46	6.51
1	1.3	TECHNOLOGY	Yes	\$1,097,000.00	1565769	15.14	20.56
2	2.1	PROFESSIONAL DEVELOPMENT	Yes	\$665,292.00	906070	9.18	11.90
2	2.2	CURRICULUM	Yes	\$210,608.00	234430	2.91	3.08
2	2.3	STUDENT ENGAGEMENT	Yes	\$529,351.00	371020	7.31	4.87
3	3.1	SCHOOL CLIMATE	Yes	\$63,575.00	25124	.88	.33
3	3.2	SCHOOL SAFETY	Yes	0	0	0	0
3	3.3	STUDENT ENGAGEMENT	Yes	\$633,236.00	711598	8.74	9.35
3	3.4	PARENT DECISION MAKING	Yes	\$53,581.00	54835	.74	.72

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7644350	2644842	0	34.599%	\$4,364,169.00	57.320%	114.410%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Taylton High Desert Academy

Demographics from School Pathways Student Information System - March 22, 2024

Students by Race:

	Student Count	Percentage of Total
American Indian or Alaska Native	27	3.4
Asian	2	0.3
Black or African American	211	26.8
Cambodian	1	0.1
Cuban	1	0.1
Declined to State	13	1.7
Filipino	3	0.4
Hawaiian	3	0.4
Hispanic or Latino	198	25.1
Laotian	1	0.1
Mexican American	33	4.2
Middle Eastern	1	0.1
Navajo	2	0.3
Other Pacific Islander	8	1.0
Puerto Rican	1	0.1
Samoan	1	0.1

Unspecified	67	8.5
White	211	26.8

Students by Ethnicity:

	Student Count	Percentage of Total
Hispanic	515	65.4
Not Hispanic	272	34.6

Students by Gender:

	Student Count	Percent of Total
Female	410	52.1
Male	375	47.6
Non-Binary	2	0.3

Additional Information:

	Student Count	Percent of Total
Socio-economically Disadvantaged	679	86.3
Special Education	129	16.4

Students by Grade Level:

Grade Level	Enrollment	Percentage of Total
TK	9	1.1
KN	22	2.8
01	45	5.7
02	34	4.3
03	31	3.9
04	23	2.9
05	29	3.7
06	56	7.1
07	80	10.2
08	102	13.0
09	182	23.1
10	117	14.9
11	52	6.6
12	5	0.6